

Ravenswood School

Curriculum Policy



Introduction

Our school curriculum is underpinned by our School Vision: Dream, Achieve, Believe (DAB). The curriculum is the means by which the school achieves its objective of educating all pupils in the knowledge, skills and understanding they need in order to become confident individuals, successful learners and responsible/valued citizens. Through this, every child will have a positive future pathway to adult life.

Our school aims are for all pupils to leave us **safe, happy and prepared for their next stage.**

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the Early Years Foundation Stage, the National Curriculum, the agreed RE syllabus, Relationships, Sex and Health Education and the accredited courses for KS4 and post-16 pupils, but also the range of extra-curricular activities that the school organises to enrich the experiences of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work with others while developing their knowledge and skills, so that they can achieve their true potential.

School Values:

Through the very high standards that adults model around the school, we expect all pupils to be **safe, ready and respectful** by:

- Valuing each individual's voice
- Building self-esteem and confidence
- Understanding right and wrong
- Showing respect and understanding for others
- Valuing the community and world in which we live
- Being proud members of the school community

Intent

Our school curriculum aims to provide pupils with the means in which to achieve our school vision: to **Dream, Achieve and Believe (DAB)** and to meet our school aims of being safe, happy and prepared for their next stage.

Dream:

To achieve high standards of teaching for all pupils throughout the school day; providing an exciting curriculum in a positive and attractive environment. Through

this approach we aim to personalise learning to provide all pupils with a wide breadth of knowledge, skills and understanding through a range of different learning experiences to enable them to develop their own dreams or wishes for their future life. This could be to maintain a favoured hobby or activity or it could be gain employment in a particular field or area of interest.

Achieve

Our curriculum is designed to support pupils to be able to achieve their own goals and those of their close family members through personalised learning strategies as cited in their Educational Health Care Plans wherever possible. We also aim to enable all pupils to gain the key social and communication skills including an understanding of how to keep themselves and other safe that they will need to access the community.

As a school we have developed end of key stage outcomes based on the pupil's EHCP targets, evidence-based research, pupil, parental, staff and employer feedback. These help to shape the curriculum and our intentions for every young person in the school.

Our intention is to provide a pathway at the end of KS4 and the end of post-16 for every young person; preparing them for further learning and life as an adult; by providing pupils with a safe environment and the best possible education and support to promote their pathway to independence in learning and life skills. This includes accredited courses at the end of Key Stage 4 and Post 16, the development of work place/ employability skills and a range of independence/ life skills.

Believe

Through a strong school ethos to promote independence, resilience and confidence to ensure our pupils feel safe and happy within our school environment. Staff provide pupils with positive guidance to manage their behaviour through clear expectations, rewards and sanctions. This all contributes to helping pupils to believe in themselves and to raise their own aspirations.

Implementation

Our school curriculum is mapped out to ensure a good depth and breadth of coverage is included for all pupils, to build on prior learning. A good range of subjects are studied at each Key Stage, see appendix A.

We plan our curriculum for pupils to progress within and between Key Stages. We agree a long- term plan for each class. This indicates which topics are to be taught in each term and the learning objectives to ensure a breadth of topic areas are

covered. We review our long-term planning/ curriculum intent on an annual basis. Pupils work on a skills-based curriculum where, through high quality teaching teachers build on pupil's prior learning to ensure for a suitable progression for all pupils towards their end of key stage outcomes/ EHCP outcomes- See Appendix B.

In the EYFS and Key Stage 1, we use the EYFS/ Child led approach to teaching. We plan the long term and medium-term curriculum plans to ensure there is a good link between National Curriculum, EYFS Statutory handbook: programme of study, pupil's EHCP targets and our end of key stage outcomes to ensure progression and plan topics based around the pupil's interests.

In Key Stages 2 and 3, we follow National Curriculum Programmes of study for core subjects (English, Mathematics, PSHCE and Science) and foundation subjects. Foundation subjects are taught through a termly module. Our Medium-term plans give clear guidance on the objectives and teaching and learning strategies that to be used when teaching each topic. This ensures a good breadth and depth of coverage over the key stages and helps pupils to meet the end of key stage outcomes/ EHCP targets.

In Key Stage 4, our medium-term planning is linked to accredited courses and is based on knowledge and skills development towards the end of key stage outcomes.

Vocational subjects are offered to Key Stage 4 and Post 16 students e.g. Art and Design, Enterprise, Horticulture, Music, Drama, Sensory and Duke of Edinburgh Award leading to a range of different accreditations.

In Post 16, our medium-term planning is linked to accredited courses and vocational programmes, building on their successes at Key Stage 4. We focus on skills development, promoting independence and employability skills to prepare young people for their futures. This ensures that by the time pupils leave us they have met our end of key stage outcomes.

Short- term plans are those that our teachers write on a termly/weekly basis. We use these to set out the personalised learning objectives for each lesson and to identify what resources, activities and teaching strategies will be used in the lesson.

Personalised Learning

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so.

The school makes personalised provision for pupils through a range of strategies:

- Educational Health Care Plans to ensure that pupils' interests and dreams for the future are being taken into account and opportunities are planned to support pupils towards achieving these dreams.

- Care Plans/Provision Maps – outlining the health, social care, physical access and emotional well-being needs of each pupil.
- Learning Targets for each pupil with targets for their Personal Development. We review and monitor the progress of each child termly and report back to parents on these twice a year.
- **Behaviour Support Plans**/Risk Assessments for pupils who have challenging behaviours.
- Pastoral Support Programmes are established to re-engage pupils in a positive way following fixed-term exclusion or who are struggling to engage in learning.
- Teachers use identified personalised strategies to ensure the best progress of each child in their lesson

Learning at Home

We are well aware that all children need the support of parents/carers and teachers to make good progress at school. We strive to build positive links with the parents/carers of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. We provide homework (see homework policy) and regular home school contact. We keep parents and carers informed of their child's progress and well-being at school to ensure they are fully informed.

Impact

Teachers are responsible for the day-to-day delivery of the curriculum. Subject Leaders are responsible for the content of the school curriculum in their areas. **Senior Leaders** monitor and oversee the school curriculum ensuring that schemes of work are of high quality, that teachers are delivering effective lessons based on the schemes of work; ensuring that the full requirements of the Statutory National/ Local Guidance are covered -see appendix C for Middle Leader staffing structure.

Progress data, Pupil's progress is recorded three times a year. This data is analysed by the Deputy Head, Heads of Department and Subject Leaders/Hubs to evaluate the effectiveness of our provision, identify any areas for development and use this to inform training/ CPD needs. This is used to track pupils from their start points and allows the school to evaluate the progress of pupils across the school.

Subject Leaders monitor and lead their subjects they are responsible for the curriculum content taught, training for other staff to deliver their curriculum and progression in their subject area. Subject Leaders give guidance/ training to colleagues on resources, teaching strategies and assessment. Subject Monitors and Leaders check regularly that the schemes of work are being taught by our teachers.

All teachers work within Subject Leader hubs- Creative Development, Understanding of the World and Personal Development to promote the development of each subject

across the school. These Hubs meet to discuss what is working well and how we could improve teaching in their areas. They also review the progress data for their subjects and update their Subject Leader/ Hub action plans.

Our Governing body Pupil Committee is responsible for monitoring the way the school curriculum is implemented. The **Senior Leaders** report to the committee three times a year. Our Curriculum link Governor liaises regularly with the Deputy/**Assistant Head: Quality of Education** and is informed of the latest developments and changes to the school curriculum.

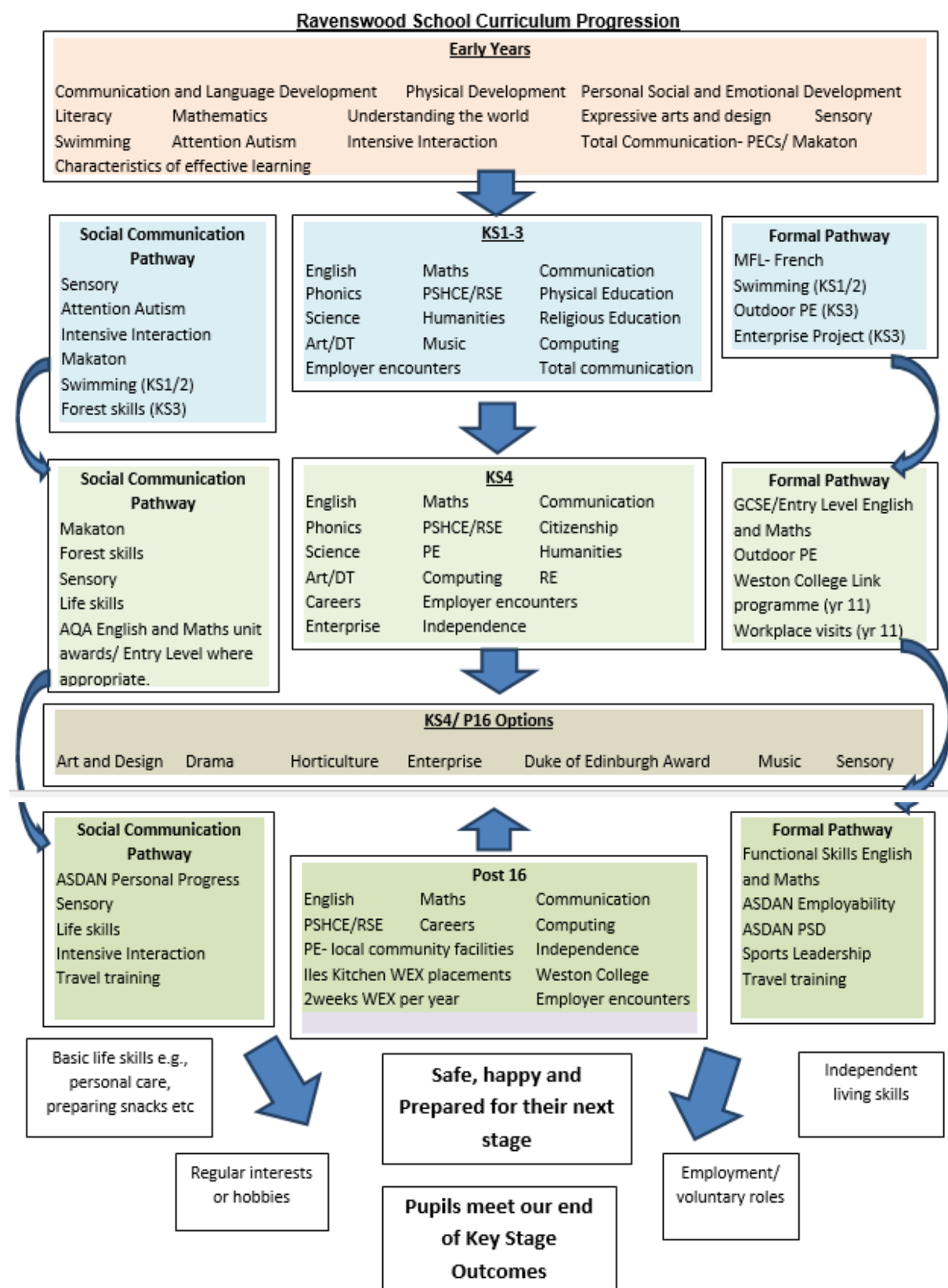
History of Document

Issue No.	Author/Owner	Date Reviewed	Approved by Governors on	Comments
8	School/M Senior	September 2017	4/10/17	
9	School	September 2018	10/10/18	
10	School/ K Barnes	September 2019	16/10/2019	Significant changes in line with new school vision and latest Ofsted framework.
11	K. Barnes	September 2020	07/10/2020	Updated in line with End of Key stage outcomes and development of Subject leader roles/ curriculum review.
12	K. Barnes	September 2021	06/10/2021	Minor updates
13	K. Barnes	September 2022	05/10/22	Updated in line with updates and increased responsibility of subject Leaders.
14	C. Frost	September 2023	04/10/2024	
15	K Barnes	September 2024		Minor changes- CHPs changed to Behaviour Support plans, and changes to SLT.

Links to other Policies:

- Early Years Policy
- Behaviour Management Policy
- Anti-bullying Policy
- Safeguarding Policy
- Homework Policy
- Careers, Information, advice and Guidance Policy
- Teaching & Learning Policy
- Communication Policy
- Assessment, Recording and Reporting Policy
- RE Policy
- Relationships and Sex Education Policy

Appendix A



Appendix B

End of Key Stage Outcomes

Happy, safe and prepared for their next steps

(These are differentiated for each of our Pathways- Social Communication and Formal Learners.)

End of Early Years Outcomes:

- Use at least one functional communication method with support
- Improved attention and listening skills to attend to a 1:1 activity for short periods of time.
- Play alongside adults
- Express a like or dislike
- Identify the classroom and at least 1 familiar adult in the class.

End of Key Stage 1 Outcomes:

- Develop a preferred functional communication method
- Improved attention and listening skills to attend to small group/ whole class activities
- Ability to play alongside peers
- Begin to communicate their likes and dislikes
- Begin to learn about basic key vocabulary that will help keep them safe- Can label/ identify 2-3 key adults or friends and can locate at least two key familiar locations e.g. class and hall

End of Key Stage 2 Outcomes:

- Developed key play and social skills to develop social skills to enable them to begin to form friendships
- A preferred communication style for social communication
- A preferred approach to learning
- Know who to tell if they are worried
- Will be able to identify key people, places and parts of their body
- To have experienced the local community

End of Key Stage 3 Outcomes

- Improved personal independence and life skills
- Know how to keep themselves safe online and know how to report concerns
- Identify at least 1 key person at home or school who they can tell if worried and how to report concerns
- Have and improved awareness of how to keep themselves clean and healthy
- To have experienced a range of experiences in the local and wider community.

End of key stage 4 Outcomes

- Developed independence, healthy living and life skills for their next step
- To communicate their needs, interests/ hobbies and dreams for the future.
- Have experienced a number of places of work and identified an area that they might be interested in pursuing.
- Have a clear understanding of the options available to them for the future post year 11
- Are ready, and prepared for their next step at P16, have achieved qualifications or awards in English and Maths
- Know how to keep safe, online and within the wider community and who to report concerns to.
- Have an understanding of healthy and unhealthy relationships and how to keep safe within relationships.

End of Post 16 Outcomes

- The key life skills needed for the future: resilience, aspirations, problem solving skills, communication, creativity, leadership and adaptability
- Develop travel training skills and road safety awareness for walking and accessing public transport
- Engage with high quality work experience
- Active member of the local community
- Develop key skills needed for employment and or pursuing leisure interests
- Develop range of life and independence skills that will enable them to live as independently as possible
- Develop and apply social skills to a range of situations including the workplace
- Identify leisure opportunities that they enjoy and wish to pursue

NB. Collated based on evidence-based research, parental, pupil, staff and local employer feedback.

Appendix C

Middle Leader's Structure

Deputy Headteacher
Katie Barnes
Oversees Teaching and Learning

10
Assistant Headteacher
Becky Mitchell
Oversees Quality of Education

Head of Departments (TLR)
Monitor and support teaching and learning in departments and responsible for their department's school development plan.
Primary- Rebecca Rubidge
Key Stage 3- Leanne Bateford
Key Stage 4- Meghan Short
Post 16- Isobel Osborne
(Use learning walks, lesson feedback, behaviour data, assessment in English and Maths to monitor teaching and learning.)

Subject Leaders (UPS)
Monitor and lead the subject- responsible for the curriculum content taught and progression in the subject
Subject Leaders:
English- Katie/ Meghan
Communication- Becky M
Art/DT- Lucy
Makaton- Julie
Creative Arts- Katherine
Music- Tim
Maths- Cheri/ Isobel
Science- Chaka
Computing- Al
RE /MFL- Becky M/ Katie
Humanities- Kate
PSHCE/ RSE- Sarah/ Leanne
Careers – Katie
PE- Polli
Travel training/Sports leadership- Jane
Outdoor Education- Julia
(Monitor and feedback on the content and quality of the curriculum taught in their subject- through learning walks, assessment and work scrutiny)

Class Teachers
Responsible for the teaching, learning, behaviour and assessment within their classes.

Subject Monitors (MPS)
Check the scheme of work are being taught by teachers
Subject Monitors:
Communication - Vicky
RE- Polly Science - Chloe
MFL- Rachel Computing - Beth
ASDAN- Rhi
Careers- Holly
(Monitor that the planned curriculum content is being covered)

LSAs/ TAs
Supporting the class teacher to support the class

Subject Hubs
Creative development
Understanding of the world
Personal, social development
Discuss what is working well across the subjects, across the school and how we can improve it. Prioritise actions for the subjects to drive them forward.